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ABSTRACT

This report describes an evaluation of The Class Moves On!, a relaxation exercise program designed in the Netherlands which encourages elementary students to engage daily in various physical activities in order to increase motivation, improve concentration, raise physical awareness, enhance sensory motor development, and promote self-care and injury prevention. Researchers focused on: the nature and contents of program resources; the effectiveness of program implementation in six Scottish and Welsh pilot schools; the feasibility of the program within the classroom; and the replicability of program outcomes in Scottish and Welsh schools. Data collection involved teacher diaries and logs; teacher, student, and parent interviews; and classroom observations. Results indicated that the program could be adapted to Scottish and Welsh classrooms. Students and teachers considered it interesting and enjoyable, and they felt it helped students' concentration and behavior in class and significantly assisted students in relaxing and re-focusing. The program contributed to students' awareness of their bodies, health issues, and teacher-student relationships. The support of headteachers and/or administrators was crucial for staff confidence in using the program. The program could be related to aspects of the wider curriculum. Parents' knowledge of the program was limited, but parents were supportive. (SM)

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The Class Moves!® Pilot in Scotland and Wales

An Evaluation

Kevin Lowden
Janet Powney
Julia Davidson
Charlotte James

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The Class Moves!® Pilot in Scotland and Wales

An Evaluation

Kevin Lowden
Janet Powney
Julia Davidson
Charlotte James

SCRE
The Scottish Council for Research in Education

SCRE Research Report No 100

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Executive Summary

1.1 Project aims and approach

The Health Education Board for Scotland (HEBS) in association with **sport**scotland and the National Assembly for Wales (Health Promotion Division) commissioned the Scottish Council for Research in Education (SCRE) to evaluate pilots of *The Class Moves!*® programme in three Scottish and twelve Welsh schools.

The main aims of this evaluation were:

- to review the nature and contents of *The Class Moves!*® resources related to the activities introduced in the programme
- to review and evaluate *The Class Moves!*® programme for implementation in three Scottish schools and three Welsh Schools that were piloting the programme
- to assess the feasibility of *The Class Moves!*® programme within the classroom setting
- to predict the replicability of the outcomes of *The Class Moves!*® programme in Scottish and Welsh primary schools.

The study was largely qualitative and used detailed studies involving three Scottish and three Welsh Pilot schools. The main methods were:

- observation of *The Class Moves!*® in operation in the classroom
- headteacher and teacher interviews, both at the start of the evaluation and at the end
- pupil group interviews
- teacher diaries/logs.

In addition, the Welsh strand involved using questionnaires to gather information from those teachers using *The Class Moves!*® programme in nine pilot schools that were not included in our detailed studies.

1.2 *The Class Moves!*® programme

The Class Moves!® programme consists of a number of relaxation exercises for use with primary school children of all ages. These exercises are grouped by theme and age and are listed on a wall-mounted monthly calendar, which follow a stage-related development plan. The programme aims to encourage children to engage in different types of physical exercises on a daily basis. The desired outcomes for pupils include: increased motivation and improved concentration; raised physical awareness and sensorimotor development, and injury prevention and self-care.

1.3 Evaluation findings

Some striking similarities emerged in the findings across all schools involved in the Scottish and Welsh pilots:

- The programme is likely to be adaptable to the school and classroom settings in Scottish and Welsh schools. Indeed, findings indicate that the model developed in the Netherlands has the potential to be transferable to primary schools in the UK and is applicable to all primary school age groups.
- The programme needs minimal training, provided the basic calendar resources and exemplar materials are available, and schools need little further support.
- Pupils and teachers perceive it as innovative, interesting and enjoyable.
- There is consensus across teachers and pupils that the programme assists pupils' concentration and behaviour in class and has had a notable effect on relaxing and re-focusing pupils. Certain activities can present challenges to teachers and excite pupils but most teachers are able to address these issues.
- The programme is contributing to pupils' awareness of their bodies, health issues and teacher-pupil relationships.
- The support of the headteacher and/or senior management is a crucial factor for staff confidence in using the programme and for the potential of the programme to be realised.
- *The Class Moves!*® can be related to aspects of the wider curriculum and is compatible with other health promoting initiatives and frameworks (for example, *The Healthy School Programme in Wales* and *The Active School in Scotland*).
- Parents' knowledge of the programme is limited but they are generally supportive provided it does not impede 'learning'.
- Many of the factors influencing the successful use of the programme seem similar to those for other initiatives. These include: the wider curriculum and timetable, practical concerns (available space and classroom environment), support from relevant advisers and senior management, the willingness of the headteacher and teachers to support and put effort into the programme.

1.3.1 Implications of the evaluation for the future of The Class Moves!®

While the evaluation indicates that *The Class Moves!*® is relevant, useful and transferable to Welsh and Scottish schools, a number of implications arise from the study concerning the future of the programme. These include:

- How sustainable is *The Class Moves!*® for those classes that face considerable demands from the curriculum. Whole-school planning, policies and teacher strategies could address this issue and ensure the programme is not 'squeezed out' by the curriculum.
- While teachers stress the programme does not require intensive training, they do value ongoing support, advice and ideas from colleagues including headteachers and advisory personnel.
- Teacher confidence and their understanding of the underlying principles of the programme are important factors.

- *The Class Moves!*® articulates well with other health initiatives (e.g. *The Active School* in Scotland) and curricular topics (e.g. drama, physical education, biology, science, PSE). Can such links be further developed and so help promote stable use of *The Class Moves!*® programme and benefit related initiatives and the wider curriculum?
- *The Class Moves!*® has been in Scotland and Wales for too short a period to assess whether or not it can have any impact on academic performance. In the longer term, this will be an important issue for educationalists.
- This evaluation has been limited to very few schools with a total of 44 classes in Wales and eight classes in Scotland. While this has been sufficient as a feasibility study, it would be sensible to explore whether or not refinements are necessary if the programme is adopted more widely.
- There were only a few pupils in the pilot schools with clearly identified special educational needs, but their enthusiasm and willingness to participate suggests that the programme should be reviewed for its suitability for special schools and for pupils with special educational needs in mainstream schools.

1.4 Concluding statement

Our evaluation suggests that *The Class Moves!*® Programme has the potential to promote pupil concentration and body awareness. Longer-term studies will be more able to assess the extent of these and other effects but *The Class Moves!*® appears to be worth adopting.

The Class Moves!® programme can be seen as one example of an increasing number of diverse approaches that aim to promote physical activity among young people and facilitate physical, cognitive and emotional benefits. Such benefits also mean that programmes like *The Class Moves!*® have the potential to contribute to social inclusion. However, the potential benefits can be influenced by a range of factors that include being set within a health-promoting framework and supported by appropriate planning, staff development, time and resources. Finally, such programmes currently have to compete within a busy curriculum.

1: Introduction

The Class Moves!® programme was developed in the Netherlands in the period 1988-92. Initiator and physiotherapist Elise Sijthoff, whose experiences in her own practice had suggested to her the need to foster independence and self-efficacy in people, inspired the development of the programme. The programme was further elaborated with Lot Kooyman and in July 1995 *Fysio Educatief* published the programme, which they indicate is now being used by over 5000 teachers in Europe. *Fysio Educatief* operates from the view that scientific knowledge about adequate self-care skills should be in easy reach of everyone. The programme reflects theories of health behaviours and interventions and also the expertise of professionals in health care, health education and primary education.

The Class Moves!® programme consists of a number of playful relaxation exercises for use with primary school children of all ages in both ordinary and special schools. The exercises are grouped by theme and age and are listed on a monthly calendar, which follow a stage-related development plan. The programme aims to encourage children to engage in different types of physical exercise on a daily basis. It enhances children's motivation by giving them the pleasure of repeatedly discovering that they can successfully complete the exercises. The exercises cover various topics to encourage alternating between exertion and relaxation which can, it is said:

- improve concentration
- promote a beneficial atmosphere
- promote positive physical awareness and sensorimotor development
- improve physical condition
- promote injury prevention and self-care.

The programme creators see it as linking well with other subjects in primary education such as 'biology (natural sciences), sensory and physical exercises, movement (expression through dancing), music and stimulation for coping socially' (*The Class Moves!®* Manual: Introduction 2000).

In recent years there has been a focus in the UK on the levels of physical inactivity of young people and the detrimental consequences for their health. The nature of schoolwork means that pupils are sedentary at a desk for much of their day – hence the interest by various health and education organisations in initiatives such as *The Class Moves!®* Numerous sources indicate that involvement in physical activity can improve physical health, cognitive development and achievement, mental health, foster a sense of personal achievement, leadership skills and promote social/inter-personal skills (Symons *et al*, 1997; Kolber *et al*, 1986; Bouchard *et al*, 1990; Hechinger, 1992; Gibbons-Laemel and Laemel, 1993; Seefeldt and Vogel, 1986) although there is some debate over the levels of impact and processes involved. Within this context, in 1999, the Health Education Board for Scotland (HEBS), **sport**scotland and the National Assembly for Wales (Health Promotion Division) supported the

piloting of *The Class Moves!*® programme in a small number of Scottish and Welsh primary schools. These organisations and selected working groups of teachers also invested effort in modifying the translation of the original programme resources (calendars and manual) into English and provided ideas for certain activities, phrases and songs to suit the pilot locations. The resources were published in Holland and supplied to the British schools.

In Wales one working group of teachers met regularly to reflect on the progress of the programme and to suggest any alterations. The perspective of this group has been taken into account by our evaluation.

In January 2000, as part of this pilot programme, SCRE was commissioned to assess whether or not *The Class Moves!*® programme could be adapted to work more widely in Scottish and Welsh schools.

1.1 The evaluation

The sponsors of the evaluation wanted the study to focus on the feasibility of *The Class Moves!*® programme; in particular they were interested in what factors facilitated and impeded the wider deployment of the programme in Scotland and Wales. Where possible, the impact of the programme on pupils and the school would be assessed, but the remit for the evaluation limited this to evidence of any effects based on the perceptions of teachers and pupils. No prior- and post-programme testing of pupils' academic ability was used but rather teachers and pupils provided qualitative information on whether the programme had improved concentration and other features that could lead to longer-term positive impacts.

1.1.1 Evaluation approach

The evaluation framework for collecting and analysing evidence derives from Pawson and Tilley's (1997) *realistic* evaluation approach.

> *The whole point is that it [evaluation] is a form of applied research, not performed for the benefit of science as such, but pursued in order to inform the thinking of policy makers, practitioners, programme participants and public... Being realistic means trying to perfect a particular method of evaluation which will work for a specific class of project in well-circumscribed circumstances.*
>
> (pp. xiii – xiv)

In gathering realistic data based on stakeholders' knowledge, this paradigm draws on best practice in qualitative approaches, by identifying factors within a particular context that are likely to contribute to the outcomes of a new programme. Therefore, our evaluation approach placed an importance on taking into account contextual factors and eliciting the views of key stakeholders, i.e. teachers, pupils and parents, so that we could understand the issues concerning the transition of *The Class Moves!*® programme into the pilot schools.

1.1.2 Objectives of the evaluation

The evaluation was primarily concerned with assessing the suitability and replicability of *The Class Moves!*® programme for Scottish and Welsh primary schools. The evaluation had four main objectives. These were:

- To review the nature and contents of *The Class Moves!*® resources related to the activities introduced in the programme.
- To review and evaluate *The Class Moves!*® programme for implementation in three Scottish schools and three Welsh Schools that were piloting the programme.
- To assess the feasibility of *The Class Moves!*® programme within the classroom setting.
- To predict the replicability of the outcomes of *The Class Moves!*® programme in Scottish and Welsh primary schools.

1.1.3 Evaluation methods

The evaluation approach was largely qualitative and based on detailed studies involving three Scottish and three Welsh Pilot schools. Copies of all the research instruments are provided in Appendix 2a-2g. The methods reflected the aim of the evaluation to assess perceptions of those involved with the programme concerning the programme's suitability and replicability in schools. Through the detailed studies of pilot schools we were able to collect substantial contextual information that provided insights into how the programme operated in different school and classroom environments. Our reflections on the approach used in this evaluation are in Appendix 4.

In Scotland there were three schools involved in *The Class Moves!*® pilot and these were all involved in the evaluation. A total of twelve schools were involved in the Welsh pilot of the programme and we selected three of these for detailed studies. Appendix 1 provides details of the pilot schools.

The pilot schools were diverse in terms of pupil numbers, catchment area and the length of time they had been using the programme. Selection of detailed study schools was made simple in Scotland with only three schools involved in the pilot. For the Welsh strand, three schools were selected from the twelve pilot schools with the assistance of the sponsor. These were selected on the basis of obtaining some variation in terms of school characteristics.

The evaluation obtained information from all teachers involved in *The Class Moves!*® pilot. All teachers in the detailed study schools who were involved with the pilot were interviewed individually or, if requested, in small groups (a total of 24 teachers). From these teachers' classes, a maximum of eight pupils (four girls and four boys) were interviewed as a group (a total of 24 groups). Questionnaires were used to gather evaluation information from all teachers using the programme in the nine remaining Welsh pilot schools (a total of 30 teachers). The majority of information and evidence on the programme was collected in two stages: near the start of the evaluation and towards the end (an interval of approximately three months).

The main methods used to gather information in each school were:

- Observation of *The Class Moves!*® in operation in the classroom. In each school, teachers' practice of the programme was observed on a particular day (Appendix 2a). This not only provided evidence on how the programme worked in the classroom but fed into the interviews with teachers by providing information and examples for discussion.
- Semi-structured interviews with headteachers and teachers in each detailed study school. The framework for these interviews is contained in Appendix 2b and 2c. It was used flexibly in individual interviews with headteachers and incorporating information from classroom observations in (mainly) small-group interviews with teachers.
- Semi-structured group interviews with pupils from observed classes. Each group comprised of about eight pupils (four girls and four boys). These interviews (Appendix 2d) focused on what pupils liked and disliked about the programme, what effects they thought it was having and what changes, if any they would make to it.
- Diaries/logs completed by relevant teachers at three-monthly intervals. These logs (Appendix 2e) covered a given week in each month and elicited key information on how the programme was being used. They illuminated teachers' perceptions on the relative benefits and problems arising. In particular, the logs allowed insights into the practicalities of the programme and gave an indication of how typical certain aspects of practice were.

In addition the study obtained information using:

- Telephone interviews with parents of pupils who had experienced the programme. A total of 19 brief interviews (see Appendix 2f) ascertained how familiar parents were with the programme and their perceptions of it. They also provided some insights about family involvement in exercise and similar activities.
- Feedback and validation sessions with teachers and key informants. The emerging themes from the evaluation were reported back to participants using a one-day workshop for teachers in Wales. In Scotland, for logistic reasons, schools preferred to comment on the findings separately. This exercise was valuable in that it validated the findings as well as providing new information likely to enhance the feasibility of the programme.
- A questionnaire (Appendix 3g) to gather data from the 30 teachers using *The Class Moves!*® programme in the nine pilot schools in Wales that were not part of our detailed case studies.

1.2 This report

This report draws together the evaluation findings for the Scottish and Welsh pilot programmes. Originally, the researchers planned to report the findings as a series of case studies with each school forming a case. However, we have now brought together the findings under themes that reflect the main research

questions and objectives set out in the proposal. Our reasons for this are threefold:

- It is clear that there are striking similarities across the pilot schools involved in the evaluation. Therefore, the present report format better highlights these key findings and relates them clearly to the evaluation objectives and questions.
- Given the small number of schools involved in the pilot, a detailed account of the findings by school could enable informants to be identified. While few of the findings can be seen as sensitive or controversial, our research guidelines emphasise that any reporting will maintain anonymity and confidentiality. The current format of the report reduces the likelihood that any school, teacher or pupil can be identified.
- By reporting the findings by 'theme' the main issues concerning the future development of *The Class Moves!®* can be more readily identified.

While reporting the findings under themes is a more rational structure, using detailed studies to gather information resulted in a wealth of information about the use of *The Class Moves!®* in Scottish and Welsh schools.

2: Findings of the evaluation

Presented here are the main findings emerging from all sources of evidence gathered as part of the evaluation. One of the most striking points to note is the high level of similarity in the findings across all schools involved in the Scottish and Welsh pilots.

2.1 Teachers' introduction to the programme

Teachers generally report that the initial introduction and training for *The Class Moves!*® programme has been very helpful in explaining the underlying ideas and concepts. Informal discussion and meetings in each school has also helped to develop teachers' use of the programme.

Teachers consider the one-off introduction/training session provided by representatives of the sponsors as necessary to explain the ethos and approach of the programme. Teachers believe the programme is relatively straightforward and, therefore, does not require any further or detailed training. However, there are suggestions for other forms of support that would help teachers to use the programme more effectively. These are:

- regular discussions with colleagues to share experiences of, and approaches to, the programme
- an audio tape of useful songs which would be more appropriate for pupils than those suggested by the programme. This would be used as a guide for teachers
- a video of how other teachers practise the programme:

> *If the programme is going to continue then it would be helpful to have videos that show how it's done in other schools...to see if we could improve how we do it.*
>
> (Welsh Year 4 teacher)

2.2 Teachers' perceptions of the main goals of *The Class Moves!*®

The perceived goals for *The Class Moves!*® vary slightly from teacher to teacher but most include the following:

- to improve pupils' concentration in class
- to diffuse restlessness among pupils in longer lessons
- to facilitate a break from long periods where pupils are sedentary
- to promote awareness among pupils of aspects of their body and movement, e.g. posture, consequences of movement, and physiology
- to promote group work among pupils and to learn about their peers
- to teach them skills they can use elsewhere.

Few teachers will use all of these goals or aims to inform each session. Some use the sessions simply as a fun break for the children, others use them to give pupils more exercise and others use them mainly as a teaching tool for the children to learn about their own bodies and other relevant parts of the curriculum. Almost all teachers agree that the programme is good fun, that the

children enjoy it and that it is a positive part of the pupils' day. As detailed later in this report, both pupils and teachers perceived *The Class Moves!®* was meeting the above goals.

The Class Moves!® is intended to have a range of goals (please see page 1 of the Introduction) and we can see how the teachers' own perception of the programme goals were broadly compatible with these. Most teachers did not specifically refer to injury prevention (one of the programme's goals) but did include guidance on using the activities in a safe way. Interestingly, in some teachers' responses there is an underlying thread that the programme can also be used for classroom control. This could range from teachers using the activities to relax and refocus excited or restless pupils through to one teacher using the programme as a reward for good behaviour.

2.3 The nature of *The Class Moves!®* programme in schools

Usually, *The Class Moves!®* sessions are about 10-15 minutes in duration and there is no single subject in which teachers will conduct *The Class Moves!®* Ideally, the sessions are conducted when teachers perceive pupils require a break from sedentary activities. However, teachers report that for older primary classes the busy curriculum can limit choices on when to conduct *The Class Moves!®*

Teachers will also timetable *Class Moves!®* to provide an opportunity for exercise and movement on days when there is no PE or when it is raining and pupils cannot play outside.

2.3.1 A typical Class Moves!® *session*

A typical programme session will usually commence with the teacher asking pupils to stop their work and announce that they are going to do *Class Moves!®* Pupils quickly focus on the programme activities, following the teacher's lead and most participate eagerly.

There is a relaxed and fun atmosphere. Older primary pupils are a little more restrained but clearly enjoy the activities. Depending on the activities used and the space available, the classroom can be transformed into a mass of waving arms, marching feet and stretching bodies as pupils follow the teacher's instructions.

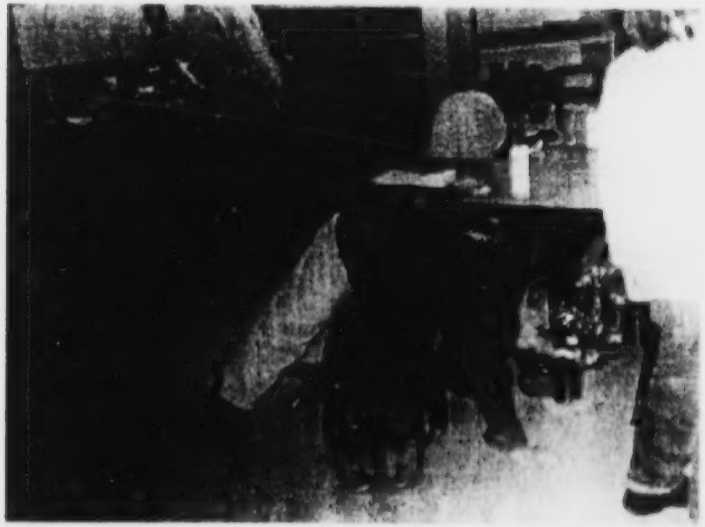
Sometimes activities are quiet while others which involve lots of movement can be relatively noisy. Some teachers will tell the children how the activities relate to other aspects of the curriculum, project work or health and safety issues. After about ten minutes the teacher will close the session and ask pupils to return to their work. Pupils then usually settle down to their work quickly and quietly.

F E B R U A R Y

Making a bridge

The children are divided into small groups:

- one child assumes the position of a bridge
- sing the song:
  make a bridge
  make a bridge
  make a bridge
  stand still
- on the second verse:
  crawl under it to the other side
  crawl under it to the other side
  crawl under it to the other side
  lie still ...
- the other child crawls under the bridge to the other side!



Theme: coming to a sudden standstill

Age 4-6

Basis school
De Regenboog
Rotterdam
February 2000

F E B R U A R Y

Surfing in the Classroom

When you windsurf it is difficult not to fall over into the water. Your feet maintain good contact with the wobbly surfboard. If you are brave enough, you can hang from the sail with your entire body.

Steadiness exercise

You surf, the other person forms the sail. Stand facing one another. Your feet are firmly rooted, spread apart a little. Grab each other by the wrists using the acrobat's grip. When you surf, you hang on to each other's arms. Move your pelvis forward. Keep one another in balance.

Firmly Rooted
Theme: stability

Age 9-10

Basis school
De Regenboog
Rotterdam
February 2000

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2.3.2 The manageability of sessions

The sessions are usually manageable. On the rare occasions when problems arose these were attributed to the numbers of pupils in class, the physical space available for activities and pupils' age. (Some teachers find that younger pupils can be more excitable than older pupils).

In general, pupils settle down to work when the session is conducted within a lesson. Some teachers in Wales and Scotland mention that a small part of the language of *The Class Moves!*® programme makes it slightly difficult to settle pupils. An example of this exceptional situation occurred when the activities involved the use of the term 'buttocks'. The resulting hilarity among many pupils caused minor disruption – as one teacher said 'pupils just fell about giggling at first but eventually got used to it being used'.

Other teachers report that it can be more difficult to manage the session when the activities are particularly noisy and expressive:

> *Pupils can get overexcited by some of the activities and you have to watch that and bring them down with calmer things from the calendar.*
>
> (Scottish P3 teacher)

2.3.3 Frequency of sessions

There is variation across and within the schools concerning the frequency of *The Class Moves!*® sessions depending on the curricular and other whole-school pressures in different terms. Teachers of younger primary pupils report they have more flexibility and are usually able to provide a session once a day. Teachers who report less flexibility, usually those teaching older primary pupils, are more likely to provide about three *Class Moves!*® sessions per week.

2.4 Perceptions of materials and activities

2.4.1 The calendars

Teachers see the calendars as high quality, useful and stimulating. Almost all teachers report that that the calendars are clear and easy to understand. There are only minor reservations about their design. One suggestion includes putting key information for teachers on the reverse of the calendar for quick reference. This would save time referring to the manual. Another thought that the calendar needed the text to be arranged using bullet points:

> *Yes it is very clear but it would be useful to have bullet points of the main aims of the exercise and how to do it so that you don't have to keep referring to the manual.*
>
> (Welsh Year 4 teacher)

Some teachers and pupils comment that the layout means that it is not always clear where the accompanying text for each picture of an activity is. Others comment that the design of the calendar should allow removal of the individual pages for easier use. The calendar does in fact do this and most teachers are aware of this.

Pupils did not offer spontaneous comments on the calendars. However when probed, pupils of all ages generally report that they like the calendars because of their bright cartoon-like illustrations:

> *The cartoons are funny...they show you what you have to do.*
>
> (Scottish P4 pupil)

> *I like to look at them when we are not doing the exercises...the robot and witch are good, the teacher let us draw them.*
>
> (Scottish P3 pupil)

2.4.2 The manual

Not all teachers are familiar with the programme manual or believe they need to be. It appears none of the teachers have read the entire manual but many have referred to it. Some have read the section on teaching methods but the consensus is that they do not have the time to read about the philosophy and physiology behind the programme:

> *I only use the teaching section that is useful, the other bits about the ideas behind it all I just don't have time.*
>
> (Welsh Year 5 teacher)

> *Just used to glance at before doing an activity....yes it helps you understand what you are trying to achieve.*
>
> (Welsh Year 4 teacher)

Most of those who are familiar with the manual perceive it as useful but a minority see the amount of information as 'daunting'. Teachers in one school described how they had created an abridged version of the manual which was, they believed, more accessible and was used more than the manual itself. This version retained material on the activities but excluded the information about the underlying principles of the programme.

2.5 Views on the programme activities

Teachers believe the programme transfers well from the Dutch model and see the activities as applicable to their pupils and the classroom environment. However, they will make small changes to words, phrases or songs when they think alterations are needed to improve the relevance for pupils. Local culture and language variations are, therefore, minor issues in the replicability of the programme to a UK context.

Appendix 3 highlights activities singled out for comment by teachers as being particularly good or problematic. It is not an exhaustive assessment as we did not specifically ask teachers or pupils for details about each activity. However these comments should prove useful for any future implementation of *The Class Moves!*®

2.5.1 Appropriateness of activities

A minority of teachers are concerned with the appropriateness of some of the activities and will not do them with the children for a number of reasons: they are too dangerous; too complicated; there is not enough room; the children would get excited and 'silly':

> *We had to change some of the activities because they were too dangerous and some were inappropriate; some are still quite dangerous* [mainly those referring to lifting and very expressive movement] *and I don't do those. The infants' calendars and activities are better and more well suited to the age group than the ones for the older children.*
>
> (Welsh Year 5 teacher)

> *Some of the translations are not very appropriate as with the clown example and the buttocks-on-the-chair exercises.*
>
> *We tend to follow the calendar as much as possible but sometimes I don't think it is really appropriate. Sometimes the activities seem too dangerous or too complicated and some just aren't right* [makes reference to the song about the puppet drinking beer], *we have our favourites and do these a lot.*
>
> (Welsh reception teacher)

Another teacher highlighted that some of content of the songs could be revised as there had been some interesting repercussions for teachers:

> *I was approached by a parent who was amused to hear her son singing the song at home. She wondered what we were teaching her son, with a song about drinking beer!*
>
> (Welsh infant teacher)

One Scottish P7 teacher stresses that skilled teachers should be able to deal with almost all of the issues concerning alterations to phrases, songs and other adaptations required to fine-tune the activities to be more relevant to pupils:

> *Space issues can be a problem, for example the pyramid activity, and there are small translation points but these are easily addressed by any reflective teacher. Space issues could be addressed by looking at what requires more space and build it into school and personal planning. These are small things - the content is very suitable, the notes* [manual] *are helpful and the philosophy is excellent. The activities reflect this.*

2.5.2 Timetabling activities

Teachers, particularly those in Wales, see the programme as fitting in well with other curricular activities, particularly those that focus on health and activity:

> *Yes, I utilised this* Class Moves *session as a lesson...I emphasised positional words/movement in line with our topic.*
>
> (Welsh Year 1 teacher)

> *We have been able to link activities with science, art and PE.*
>
> (Scottish P4 teacher)

> *Yes, parts link with forces in science.*
>
> (Welsh Year 6 teacher)

In one school *The Class Moves!*® is seen as particularly important and warrants being treated as a discrete lesson in its own right. In this case, the programme is timetabled as a component of the Physical Education lessons. Other teachers suggest that timetabling would reduce the spontaneity of the programme and contradict its ethos.

However, in Wales a very small number of teachers report that certain activities can be disruptive to the curriculum. This is not due to teachers' concerns about

space but rather a concern that the activities might excite pupils and make it difficult to settle them again. To avoid such disruption, some teachers see pre- and post-break as an appropriate time to use *The Class Moves!®*:

> *I had to make a conscious effort with the demands of other areas. It is difficult to slot into whatever you are doing... It's better to do it at the end of session or before a break.*
>
> (Reception teacher)

In comparison, other teachers see the programme as a way of reducing disruption:

> *It is a good way of controlling lively classes; it gives them focus and helps them concentrate.*
>
> (Welsh headteacher)

Information from teacher logs and interviews indicates that the rationale for timing sessions before break can be to avoid any problems with settling pupils down to task after the activities. This might overlook the potential benefits of the programme in terms of providing a refreshing break mid-lesson and refocusing pupils, but it still could have positive effects. For example, one teacher noted that running the activities before lunch have led to a dramatic change for the better in the behaviour of pupils upon leaving the class to go to lunch. Where once pupils had been very noisy and disorderly when leaving the classroom, they now leave in an 'orderly and calm fashion':

> *I've seen an impact on pupils leaving the room quietly and slowly... often they can be noisy at this time of the week (Friday) but children are now far more manageable.*
>
> (Welsh Year 1 teacher)

Teachers believe that *The Class Moves!®* also fits well into the circle-time ethos. *The Class Moves!®* is seen as giving pupils quality time within the school day and so helps improve the overall ethos of the school.

Some teachers use circle-time to access the hall and gym to do those *Class Moves!®* activities that they perceive as requiring more physical space than they normally have in class. Some activities inevitably involve making noise, for example the stamping of feet. This can make teachers uneasy about the effects of noise on adjacent or nearby classes. This is especially true if the school uses an open-plan system or has classes that are located above others. Some teachers will, therefore, avoid activities they feel are overly noisy and disruptive to other classes. One innovation adopted by a Scottish teacher is to time the 'noisy' activities to coincide with other class transitions when there is noise anyway.

2.5.3 Pupils' views on the activities

There is general consensus across the pupil year groups in terms of which activities are the most enjoyable. The activities that pupils identify as their favourites are often those that make them laugh and relax. They also like expressive activities and those that allow them to pretend to be different people, for example, guards and sports people. Pupils also like those activities that enable them to 'use up energy' and that makes them feel 'happy, excited,

adventurous, healthy' and 'not like a couch potato'. Most pupils report benefits from the activities including improvement to their concentration and learning about new things, such as artists and their work (for example where teachers have linked the sculpture activity to art lessons). Many pupils also agree that *The Class Moves!*® is good because 'it is not work' but not solely for this reason. Those boys younger than seven year old are less likely to report concentration benefits but this could be due to peer group effects: with boys not wanting to appear academic.

2.5.4 Activities pupils like

The following quotes from younger primary pupils (five to seven year olds) highlight the types of activities that are popular, why they are liked, and provide some insights into the benefits pupils perceive from the programme:

> *I liked doing the Picasso work because we had to work in twos and it made me think.*
>
> *I liked doing the relaxing exercises.....because I felt extremely relaxed and calm.*
>
> *The Simon-says game* [is the best thing] *because it is fun and it helps us use our brain.*
>
> *...shaping people into sculptures because it helps our muscles to work properly.*
>
> *...skipping because it helps us build up our muscles.*
>
> *...hopping because it gives energy in our legs.*
>
> *I like it when we done the market stall, it was funny what ideas came up.*
>
> *I liked doing the thing when we said 'I like you' in an angry voice because it was weird.*
>
> *I liked the dancing because it was fun.*
>
> *You can be flexible like when you're dancing.*
>
> *Dancing, I want to be a dance woman when I grow up.*

Older primary pupils (eight years and older) are more able to provide detailed information on the programme. These pupils are also extremely positive about *The Class Moves!*® programme and see it not only as good fun but also helps them to refocus, get rid of their energy and learn about how their bodies and muscles move. Some of their quotes highlight their enjoyment and views on the programme's benefits:

> *The pushing up one is good, not many people can do it, I couldn't at first but now I can.*
>
> *I like the one where you pull the string through your back because it feels nice to do that and after you're all relaxed.*
>
> *Yes, we do look forward to it. It is a mini break...In the afternoon we have no break for two hours. It gets you off your seat. It is fun.*

In one Scottish pilot school, P6 pupils had created a poster summarising their views on the programme, the main text of which is:

I like The Class Moves!® *Because you can have a laugh in school.*

The Class Moves!® *is great because it breaks up the school day.*

The Class Moves!® *is energetic and cool.*

The Class Moves!® *is great but there is no room for the waiter exercise.*

The Class Moves!® *helps you relax and jumping is my favourite.*

I get stiff just sitting at the desk but The Class Moves!® *helps me move about.*

It is clear from these comments that the pupils enjoy the programme and perceive benefits from it. However, the issue of having sufficient physical space emerges again. These comments and those made in the pupil interviews illustrate that pupils and teachers share a consensus about the nature of the programme.

2.5.5 Pupils' criticisms and suggestions on improving the activities

Almost all pupils report that they enjoy and look forward to doing the activities. Pupils enjoy the programme to the extent that most indicate that the sessions should be more frequent and their duration should be longer. However, by far the most common criticism made by pupils is that they need bigger classrooms and more space for some of the activities, particularly those that seem to be the most fun:

We don't get to do some of the things, like building a pyramid, that would be fun.

Only get to do the things we can do on the spot.

(Welsh Year 6 pupils)

More space would make it easier. You have to watch where you're going and say 'I am sorry that I ran into you', and apologise and ask, 'are you alright?'

(Welsh Year 2 pupil)

A minority of pupil comments highlight that certain energetic activities can sometimes be quite demanding for them and are consequently resented:

I don't like exercising my legs...the muscles at the back hurt after a while.

(Scottish P5 boy)

Some exercises hurt your neck...it's stiff later on.

(Scottish P3 boy)

I don't like bending toes my sister...can do it.

(Welsh Year 1 girl)

I don't like jumping sometimes...it hurts my belly if it is over twenty jumps.

(Welsh Year 1 girl)

Suggestions for improving the programme activities include adding music to more activities, using soft mats and 'having more teachers or adults to see what every body is doing'. Pupils also dislike a lack of variety in the activities:

The jobs exercises...We do brick laying loads of times and it gets boring when we do everything the same: it is better if we have a choice of jobs.

Teacher could talk to us about more jobs and we could discuss how to mime them. We need longer to do the jobs.

(Welsh Year 6 pupils)

2.6 Self-directed class moves

It is clear that some pupils are doing certain activities on their own, at home or in the playground or with family.

I like it a lot because once you've used it you can do it anywhere like in the house.

(Scottish P4 girl)

You can do some on a wet day at home.

(Welsh Year 6 boy)

Me and K go outside and pretend we're pop stars and sing. We learn different ways to move in The Class Moves!®

My sister does it with me. We pretend to be a fitness instructor and run around.

(Welsh Year 6 girls)

Some pupils use the activities (being a doorman) in school plays. One year 1 boy ambitiously attempted to involve his four-year-old brother, but he just went off somewhere else.

2.7 The impact of *The Class Moves!*® programme

In general, teachers and pupils value and enjoy using *The Class Moves!*® programme and see distinct benefits from using it.

The following quotes summarises the positive contribution of the programme:

Because it is useful in refocusing the children and can be done on the spot with very few resources or space needed. It is functional for other things, like wet play, as well. They can let off steam in a controlled way.

(Welsh headteacher)

Physical benefits are already showing themselves. I can see them using some of the techniques for loosening muscles in class. It gives them a break and something to look forward to on the long afternoons. It helps them to get back on task feeling refreshed and ready to work – sometimes! They learn how to co-operate with each other by doing partner work. They learn what normal touch between people is and to trust each other as friends.

(Welsh Year 6 teacher)

Helps you concentrate...you can forget your headache, it clears the head... Working away for ages...boring...so you get in trouble...instead we have break...have fun...puts you in a good mood for work.

(Scottish P6 pupil)

Teachers stress that it is very difficult to assess whether using *The Class Moves!*® has any effect on pupils' academic or cognitive attainment. The main reasons for this are that many things can affect these variables and that, in any case, it would be too early to tell, given the relatively short duration of the programme to date in the schools. Certainly, activities that promote a positive

and co-operative atmosphere and increase concentration are more likely to promote learning than to inhibit it.

2.8 Particular benefits from the programme

Teacher and pupil perceptions of the benefits of using the programme include:

- Helping pupils concentrate. Information from interviews with teachers, their logs and self-completion materials, demonstrates that teachers generally perceive a positive impact on pupils' classroom concentration and attention. Pupils agree that *The Class Moves!®* has a positive effect on their concentration with some Welsh pupils stating that it 'took their mind off the tests' and 'cleared their heads'. Scottish pupils report similar benefits.

Most teachers claim the impact on pupil concentration is evident and some report marked improvements:

> *Pupils' concentration has greatly improved. The amount and quality of work which has been produced is enough evidence for me that this work has been successful.*
>
> (Scottish P4 teacher)

> The Class Moves!® *has a definite effect on the children's concentration when used to break up a long afternoon session. It has proved especially effective after wet lunchtimes and has taught children about posture and the need to stretch to relieve muscular tension.*
>
> (Junior school teacher)

> *It woke the group up after a long break...Children are glad to have a break from work.*
>
> (Reception class teacher)

> *Warm-up exercises and stretching helped get them ready for instruction etc.*
>
> (Welsh Year 4 teacher)

- Promoting awareness of the body. Pupils of all ages generally report the programme has improved their knowledge about their bodies: for example the importance of posture, how their muscles work and safely using their muscles. Older pupils are able to express in greater detail their thoughts on this aspect of the programme.
- Promoting and improving movement. Pupils of all ages emphasise how they enjoy the opportunity to take a break from sitting still. Teachers agree and add that they notice improvement in some pupils' control of balance and movement.
- Calming a class. Some teachers deliberately use the activities to calm classes when they are 'high' or restless. The programme can calm pupils when they come in from break and lunch. This situation is similar to that found by teachers in Dutch schools who have compared the programme to that of a 'controlled explosion'; rather than pupils getting restless sporadically and requiring individual teacher attention, the programme can work off tension and re-focus all pupils at the same time.

- Promoting pupils' emotional development and self-expression. Teachers state that certain activities involving partnership and communication help pupils to develop interpersonal skills. For example, one teacher recalls a girl who had been newly introduced to a class and was reticent about doing any partnership work. According to this teacher, *The Class Moves!*® has had a marked impact on improving the pupil's ability to work with others and has promoted her self- confidence and interpersonal skills.

  One girl has now become comfortable with partner work. Before this she refused to partner anyone.

  (Junior school teacher)

- Providing a break in the routine of class work. When appropriate, teachers believe that the break in routine afforded by The Class Moves!® has a positive effect on pupils and the teacher:

  It makes a natural break. Slight refreshing of concentration.

  (Junior school teacher)

Most pupils and teachers enjoy the sessions and see them as fun to do and the programme can foster a pleasant ambience and promote teacher-pupil rapport.

Pupils and teachers stress the importance of being able to take a break and enjoy these activities. Teachers highlight the importance of being able to relax and take a break given the curriculum is becoming more intensive for primary pupils.

The benefits of the programme appear to go beyond the classroom. For example, one teacher reports that her pupils use some of the exercises outside the sessions with her:

I could see my class doing their stretches and finger movements in the test they had in the hall

(Welsh Year 6 teacher)

Many of the teachers think that the programme provides opportunities for more exercise in general than is available from PE alone.

Only one teacher has overly negative views about the programme:

The Class Moves!® *is not beneficial to the teacher, I find that it disrupts the lesson and can form an unnatural break in its flow...It is hard to fit the programme in, both time-wise and curriculum-wise.*

(Welsh Year 5 teacher)

While only one teacher is particularly sceptical of the programme, a minority of other have concerns about the pressure of time and the potential for disrupting lessons. However, the majority of teachers suggest these issues can be addressed by skilled teachers and supportive headteachers.

2.9 Influences on *The Class Moves!*® programme

The Class Moves!® is generally seen as being useful and relatively easy to adopt and there are similar factors across all pilot schools which influence when and how teachers use it.

2.9.1 Timetable pressures and physical space available

Teachers see the main factors influencing *The Class Moves!®* as being physical space and the timetable. The timetable is particularly important for those classes constrained by setting and streaming. It can be difficult for some schools to fit in *The Class Moves!®* when teachers would like to use it. They do not always have the flexibility that they believe the programme is meant to have:

> The Class Moves!® *works best when it is spontaneous.* The Class Moves!®*...can get lower priority for those age groups affected by a tighter timetable.*
>
> (Scottish P7 teacher)

> *I don't have a set time for* The Class Moves!® *It is very much when and where time allows and it fits in with other activities. I try to choose a different 'move' for each lesson and return to the most popular at the end of the week. Some weeks do not always have time for 10 minutes every day.*
>
> (Welsh Year 4 teacher)

> *The major limitations involve time and space, some of the classes find it hard to get everyone doing an activity at the same time and as with anything extra, finding the time to fit it in can be hard.*
>
> (Scottish headteacher)

One Welsh headteacher saw the programme as hostage to time pressures and tended to leave teachers to decide whether or not to take it up:

> *On the down side, it may well peter out; the teachers may give up on it even though they are enthusiastic now, there is already such a strain on time.*
>
> (Welsh headteacher)

Difficulties can arise for certain classes when activities require energetic or extensive movement (for example, marching around) and take place in classes where space is limited. This is exacerbated where space is at a premium because older pupils (ten to eleven year olds) are physically bigger and/or there are large numbers of pupils in the classroom:

> *We want to adopt these activities but P7 are quite big and this affects what we can do in a classroom...in bigger rooms it's great.*
>
> (Scottish P7 teacher)

The evaluation observations of *The Class Moves!®* activities highlighted the importance of having sufficient space for certain activities. A number of activities, for example marching about, stretching or using expressive gestures required more open space than stationary activities. Teachers who are operating in relatively small classrooms had to alternate the pupils' involvement. This sometimes meant that one half of the class would come out into a space in the classroom and do the activities then return to their desks to allow the other half of the class to participate. This takes up time and means that fewer activities are covered in the time available. It also demonstrates how committed teachers will adapt the programme to their circumstances. Some teachers will adapt or reschedule those activities that are less suited to limited space in classrooms:

> *We can get in some of the activities by placing them into music and PE.*
>
> (Scottish P5 teacher)

Some teachers faced with limited space take advantage of a nearby hall or yard, particularly if they can 'nip out' without disruption. Limited space also raised concerns about safety. However, our observation of sessions and teachers' reports indicate that teachers are aware of potential safety issues such as movement next to classroom furniture or pupils working with one another. With guidance from teachers, pupils learn how to participate safely in the activities.

2.9.2 Special Education Needs

Teachers with experience of teaching pupils with Special Education Needs also found the programme useful and appropriate. However, they highlight that the wide range of special needs in a class could present particular challenges:

> *Pupils seemed to enjoy it but they do respond positively to movement and song and verse...Concentration spans of pupils are related to the theme...I found some pupils difficult to calm...some have poor concentration and try to take advantage.*
>
> (Teacher in SEN school)

These teachers of pupils with SEN feel even more pressurised by the demands of the curriculum as inhibiting the programme. Moreover some pupils with SEN take considerably longer to complete the activities:

> *We have been using it for six months and use it as part of literacy hour ...The programme is manageable but I found the other 'pleasures' of the curriculum – literacy and numeracy – the problem. Ideas like this* [the programme] *and the fun seem to be disappearing out of the curriculum.*
>
> (Teacher in SEN school)

A teacher commenting on the appropriateness of the programme for pupils with Special Education Needs said that most teachers are able to adapt the activities to suit the needs of pupils. However, she suggested that there could be more in the differentiation in the calendars or guidance to help teachers select those activities best suited to the abilities and needs of pupils.

Teachers know they have to be careful that the activities are geared to all pupils' needs. For example, some pupils with special education needs experience certain problems that their peers do not:

> *I don't like loud noises, it gives me a headache and clapping hurts my hands.*
>
> (Boy with Special Education Needs, who experiences difficulties with noise)

Only one teacher reported that the programme would be problematic with pupils with behavioural difficulties

> *Children with behavioural difficulties sought attention for themselves. Any change in routine would enhance this.*
>
> (Welsh Year 3-4 teacher)

2.9.3 Pupils' age and the stage at which the programme is introduced

The age level of pupils can also influence *The Class Moves!*® One pilot school in the Welsh study is using *The Class Moves!*® with nursery children. Here, the teacher believes that the programme is useful for this age group when teachers have adapted some activities that are otherwise too difficult for three year olds.

The Welsh teacher working group suggested that in thinking about adapting *The Class Moves!®* to nursery school they should look at desirable outcomes for under fives to identify where the activities fit to increase the relevance and usefulness of the programme.

Older primary pupils, particularly girls, can be reticent about doing certain activities that involve others and those that might seem childish:

> *It is harder to introduce* The Class Moves!® *in the upper school ... it's better to bring it in early on so pupils get used to it and know what to expect.*
>
> (Teacher with responsibility for co-ordinating *The Class Moves!®*)

> *Older girls are likely to get embarrassed, so we adapt the activities to suit these pupils. We don't get the pupils to do things they are not sure about.*
>
> (Scottish P6 teacher)

Older primary pupils (nine years old onwards) highlight that some activities require trust and can also make them feel embarrassed and awkward:

> *I didn't like it when we had to stick our bottoms out and pretend to be rabbits.*
>
> (Scottish P7 boy)

> *...we did not like the game where you had to cringe your bottom.*
>
> (Scottish P7 boy)

2.9.4 Gender issues

The evaluation identified very few issues or findings concerning gender. There can be initial reticence from boys concerning the dance-related or 'catwalk' activities whereas girls find these activities fun:

> *...I liked the catwalk because it was fun, you could show off and you could relax instead of sitting down doing work and you could feel like a proper model on the catwalk.*
>
> (Scottish P3 girl)

> *I hated the catwalk bit because it was embarrassing*
>
> (Scottish P3 boy)

Some activities that involve holding partners can be embarrassing, especially for older girls (those aged 9 and older).

> *It's embarrassing. I don't like working with other people. I'd like to do the activities on my own.*

Pupils suggest working with a close friend can help to avoid these feelings.

Some teachers thought that embarrassing effects would be less evident if pupils, whether male or female, had been involved in the programme from an early age. This was given as another reason why the programme should be introduced in the first years of primary education.

2.9.5 Teachers' confidence

Teacher confidence and their understanding of the underlying principles of the programme are important factors. More confident teachers will use the activities to focus and calm over-excited pupils. There is evidence that as teachers

progress with the programme they become more relaxed and confident in how and when it can be used:

> *I have begun to use activities with pupils by their chairs rather than on the carpet. I feel more in control now.*
>
> (Welsh Year 4 teacher)

> *I think as time has gone on I have become more comfortable with it (the programme). I'm less concerned that the exercises will lead to chaos or that it will be difficult to get them back on task afterwards.*
>
> (Scottish P6 teacher)

2.9.6 Classroom disruptions

Classroom observations reveal that interruptions to sessions from 'messengers' or late-arriving pupils can be disruptive although probably no more so than for normal classroom activities (see McPake *et al*, 1999). However, this is exacerbated especially when the classroom size is small and pupils have to work their way back to their desks.

2.9.7 Support from headteacher and others

Teachers were clear that, as for most innovations, support and encouragement from the headteacher and/or the health promotion co-ordinator and the management culture in the school are key components for the success of *The Class Moves!*® This is particularly the case for those teachers who report the curriculum places pressure on adding any new content to lessons. Teachers in the Scottish and Welsh pilots note the importance of the headteacher in monitoring how manageable the programme is and discussing any related issues with staff.

The interviews illuminated the role of headteachers and senior teachers also in their role in encouraging teachers to participate in *The Class Moves!*® pilot and in addressing any of the questions or concerns that arose from its use. Teachers' support for the programme is particularly evident where the headteacher is actively interested in health issues in the curriculum and the school in general:

> *It's important to have support from the headteacher. Mrs A is a key mover on health and fitness innovations in this school.*
>
> (Scottish P4 teacher)

> *You need people who are committed to these things, who are willing to put time into it and encourage others. This happens at authority level as well as with headteachers and teachers. It's important teachers are confident and relaxed about it* [the programme] *and don't see it as a burden...and that's where headteachers can help.*
>
> (Scottish headteacher)

Teachers stress that *The Class Moves!*® programme does not require intensive support from advisory services and other external sources. However, as highlighted elsewhere in this report, teachers would welcome exemplar materials, video and audio-tapes as guidance from the advisory services and relevant health promotion organisations.

2.9.8 Peer processes and the activities

The information provided by pupils allows for some insights into the complex peer processes in the classroom and how these can operate during programmes such as *The Class Moves!*® While most teachers perceive the activities are straightforward enough to be done by everyone, pupils' accounts provide a more detailed picture. We can see that pupils sometimes use the ability to balance or perform an activity to demonstrate superiority and to tease their peers:

> *Even if you're getting better it can still be embarrassing to know how much to push yourself as others can make fun if you try out a balance position on one leg that is hard for you.*
>
> (Welsh Year 2 pupil)

> *When you start you are not very good and then you get better. You get to know your own actions, you do something a bit harder if you're getting gooder* [she demonstrates standing on one leg]. *You find you're not quite as good as you thought and you don't get any friends. Or else, if you do it okay, they say it is 'cause you were looking at them.*
>
> (Scottish P2 girl)

2.9.9 Parents' views on the programme

One strand of the evaluation elicited the perspective of parents concerning *The Class Moves!*®

Awareness of The Class Moves!®

It was notable that most fathers or male carers admit that they do not know much about the programme and referred the interviewer to their partner. Some fathers explain that their working hours mean that by the time they get home their children are in bed and this limits the amount of information they receive about school.

Most mothers interviewed have heard of the programme and know at least the basic details ie that it is a classroom-based initiative intended to promote learning and aspects of health and movement. Parents' greatest interest in the programme concerns its potential to promote concentration and possible improvement to learning.

Parents say that their children mention doing the programme and that it is fun. There is only one exception; a mother who reports that one of her children, a girl in P7, found it boring. However, the same mother adds that her son, who is in P4, enjoys *The Class Moves!*® very much.

Most parents say that their awareness of many initiatives and everyday school activities often depends on what their children tell them when they get home. Usually, this is sketchy even when parents probe for details.

Views on the programme

To the extent that our parental informants know about the programme, there is a consensus that it is a good idea and should continue – the often added caveat to this being 'as long as it does not disrupt learning'. Probably parents are here defining 'learning' as those subjects assessed in primary school, especially

literacy and numeracy. Their support for the programme is strongest, therefore, when they perceive it as assisting learning in these subjects.

General comments on health at home and school

Parents split into groups — those who report their children are physically very active and others whose children are keener to sit with computers and console games after meals and homework. Over half of the parents provided information that indicates their children are active physically outside of school (e.g. football, walking, cycling, gymnastics) and that the family participates in sports or other physical activities. A few children even try out *The Class Moves!*® activities at home.

Some parents talk about the programme in the wider context of health promotion. These note that the school is involved in health promotion activities, most often involving diet. It is clear that these parents have been able to pick up quite a lot of detail and concepts about school health initiatives and are supportive of these efforts. They believe that their children are also picking up some key ideas on health from school health promotion and education. Examples are provided of pupils returning from school and commenting on the healthy nature, or otherwise, of their meals at home.

2.10 Summary of the findings

Our evaluation of *The Class Moves!*® strongly suggests that:

- The programme is likely to be adaptable to school and classroom settings in Scottish and Welsh schools. Indeed, findings indicate that the model developed in the Netherlands has the potential to be transferable to primary schools in the UK and is applicable to all primary school age groups.
- The programme needs minimal training and, provided the basic calendar resources and exemplar materials are available, schools need little further support.
- Pupils and teachers perceive it as innovative, interesting and enjoyable.
- There is consensus across teachers and pupils that the programme assists pupils' concentration and behaviour in class and has had a notable effect on relaxing and re-focusing pupils. Certain activities can present challenges to teachers and excite pupils but most teachers are able to address these issues
- the programme is contributing to pupils' awareness of their bodies, health issues and teacher-pupil relationships.
- The support of the headteacher and/or senior management is a crucial factor for staff confidence in using the programme and the potential of the programme to be realised.
- *The Class Moves!*® can be related to aspects of the wider curriculum and is compatible with other health promoting initiatives and frameworks (for example, *The Healthy School Programme* in Wales and *The Active School* in Scotland).
- Parents' knowledge of the programme is limited but they are generally supportive provided it does not impede 'learning'.

- Many of the factors influencing the successful use of the programme seem similar to those for other initiatives. These include: the wider curriculum and timetable, practical concerns (available space and classroom environment), support from relevant advisers and senior management, the willingness of the headteacher and teachers to support and put effort into the programme.

3: Implications of the evaluation for the future of *The Class Moves!*®

Most of the issues facing the future development of *The Class Moves!*® concern implementing the programme alongside or within a busy curriculum and in classroom environments which can sometimes limit the range of desired activities.

3.1 Sustaining *The Class Moves!*® in a busy curriculum

How sustainable is the programme for those classes that are affected by setting and streaming and under pressure from the wider curriculum and timetable? In one P7 class, *The Class Moves!*® was 'squeezed' out by other work including link projects with the associated secondary school, designed to prepare pupils for S1 and beyond.

Can this issue be addressed by whole-school planning, policies and teacher strategies? For example, if a specific allowance of time for *The Class Moves!*® were to be agreed as part of whole-school policy and written into the development plan, would this 'protect' the programme from other curricular activities and content? Our observations revealed that different teachers adopted strategies to ensure that *The Class Moves!*® was followed despite curriculum pressures and therefore the personal motivations and commitment of teachers is very important.

The programme manual stresses the applicability and relevance of *The Class Moves!*® to other areas of the curriculum. It could be useful to refer more closely to relevant parts of the manual in planning *The Class Moves!*® to examine how the contents articulate with other parts of the curriculum (eg drama, physical education, biology) and even other related initiatives (eg *The Active School* in Scotland and the Welsh Network of *Healthy School* Schemes). In highlighting these links schools could promote the stable use of *The Class Moves!*® programme and enhance both it and related wider curriculum topics and initiatives.

It is clear from the aims of *The Class Moves!*® and our evaluation findings that the programme links well with the philosophy and ethos of the Personal and Social Education Framework and the health-promoting school approach that is becoming increasingly common in Welsh and Scottish schools. For example, the aims and potential of *The Class Moves!*® fit well with the aims of the *Healthy School Programme* in England and Wales. The *Healthy School Programme* is intended by the Government to improve standards of health and education and includes aims such as promoting physical and emotional health and fostering an environment and atmosphere that allows pupils to learn. Our evaluation strongly indicates that *The Class Moves!*® is compatible with the *Healthy School Programme* aims, particularly those that seek to: promote physical and emotional health; increase curricular links for health content; to promote an environment and atmosphere that allows pupils to learn. Within this holistic

school-health context, the potential of *The Class Moves!®* to contribute to teacher-pupil and pupil-pupil rapport will not only promote a learning environment but also support pupils' emotional development.

3.2 Supporting teachers and sharing good practice

The Class Moves!® can only be effective within a supportive ethos and with an encouraging senior management team. It is least likely to flourish where teachers are isolated without management or colleague input.

Teachers appreciate the opportunity to discuss the programme with colleagues both within and across schools and to observe how others conduct programme sessions. However, such opportunities are not always possible and teachers in such situations report they are sometimes uncertain about whether their approach could be improved. The opportunity to discuss approaches to the programme and observe other teachers using it would, they argue, promote better practice. The opportunity to discuss and share ideas on the programme practice appears greatest in those schools that have adopted the programme for use across a greater number of classes and where teachers are not isolated in their use of *The Class Moves!®*

Material support could comprise videotapes of colleagues using *The Class Moves!®* in order for teachers to make comparisons and to review their own approaches. Teachers also suggest that it would be helpful to be provided with audio tapes of useful and relevant songs at the start of their involvement with the programme.

In-depth or on-going training seem unnecessary for this programme. The design of *The Class Moves!®* means that it requires little support after an initial introduction or training session. Nevertheless, training could address and emphasise more the underlying intent as detailed in the programme manual. This would help to maximise the potential gains that the programme can offer, including developing sensorimotor abilities.

3.3 Teacher confidence and pupil behaviour

Teachers' willingness to engage with *The Class Moves!®* seems to be influenced by two main concerns: anxiety about completing formal curriculum activities and losing control of their class. The demands of the formal curriculum can be seen as a conflict with the spontaneity expressed as part of *The Class Moves!®* philosophy. The issue to be tackled by headteachers and colleagues is whether and how to integrate the programme with aspects of the formal curriculum (eg PE, literacy, drama, science) or to encourage use of *The Class Moves!®* as stimulating but a diversion from formal learning.

Teachers need to be reassured that the programme need not be disruptive but can contribute to a well ordered and focused classroom. The pilot shows how some teachers balance *The Class Moves!®* activities to enliven and then calm pupils. Examples of effective practices could be shared with teachers starting *The Class Moves!®* with their pupils. Some of the terms used in the programme

embarrass teachers and or pupils and elicit giggling and minor disruption. It is possible that strategies that are used in personal, social and health education lessons, such as body words brainstorming, could be used when appropriate to get pupils used to the terms before the session focuses on the activities.

3.3.1 Funding for programme resources

It is clear that the materials will initially have a high cost outlay. Ideally each class should have its own calendar and any sharing is necessarily limited to the appropriate age group. Schools report that funding for these would have to be provided if the programme was to expand to all classes. While the schools value the programme, they suggest it would be very difficult to finance it on their own.

3.3.2 Getting the most from the programme

Greater benefits are likely to be obtained if the programme is introduced in the first years of primary school education or even nursery and progresses thereafter. Pupils and teachers would then be more likely to become comfortable with the programme as well as pupils accruing physical and cognitive benefits.

3.4 Moving on from this evaluation

The Class Moves!® has been in Scotland and Wales for too short a period to assess whether or not it can have any impact on academic performance and attainment. In the longer term, this will be an important issue for educationalists. Also this evaluation has been limited to very few schools, with a total of 47 classes in Wales and eight classes in Scotland. While this has been sufficient as a feasibility study, it would be sensible to explore whether or not refinements are necessary if the programme is adopted more widely.

3.5 Future evaluation of *The Class Moves!*®

The remit of this evaluation was primarily to assess the transferability of the programme to the Scottish and Welsh school primary school context. We have also reported teacher and pupil perceptions on the impact of the programme. It is clear from this evaluation that any further evaluation of the programme should look in more detail at:

1 ***The nature and level of the impact the programme might have***. This could involve a more detailed look at effects, such as improving concentration or whether it can influence the academic attainment of pupils. Our evaluation strongly suggests that the programme could be especially useful for promoting pupils' concentration on learning tasks. Therefore, further evaluation could specifically assess the scale of the impact of the programme on pupils' concentration, for example in a systematic evaluation of the effects of *The Class Moves!*® programme on children's concentration and time-on-task using the Croll and Moses one-in-five schedule. Amongst other relevant variables this schedule includes a 'fidgeting' variable.

2 ***The range and effect of implementation issues across a wider number of schools***. This evaluation has provided information that strongly indicates that *The Class Moves!®* programme is transferable to most UK primary schools. However, our findings also suggest that there are factors that can facilitate increased benefits from the use of the programme. These include:

- a supportive management structure in school
- teachers' understanding of the programme's underlying philosophy
- teachers' level of confidence with the approach used in the programme
- school-wide take up of the programme
- availability of advice concerning best practice
- time pressures from the curriculum
- particular environmental conditions, such as sufficient physical space for certain activities.

With a larger sample of schools it should be possible to prioritise the influences these factors have in promoting the potential benefits from the programme.

3 ***The relevance of* The Class Moves!® *for Special Education Needs Schools.*** There were only a few pupils in the pilot schools with clearly identified special educational needs but their enthusiasm and willingness to participate suggests that the programme should be reviewed for its suitability to meet different special educational needs in special schools and in mainstream schools.

3.6 Concluding statement

The Class Moves!® programme can be seen as one example of an increasing number of approaches and strategies that aim to promote physical activity among young people and facilitate physical, cognitive and emotional benefits (The *Active Primary Schools Programme* in Scotland, *Top Play* and *Top Sport* in Scotland and England and *Welsh Network of Healthy School Schemes, Young People First, and Dragon Sport* in Wales). More recently, measures to promote health and physical activity have been linked to efforts to address social inclusion (Scottish Office 1999, National Assembly for Wales 2000) and sport is already an integral part of the social inclusion strategies of many regeneration partnerships. Also, most of these activity and sports programmes now include a philosophy that reflects the holistic health promoting school concept and addresses the wider benefits that associated with an active lifestyle.

The Class Moves!® programme also focuses on promoting activity related benefits and can be seen as one part of a spectrum of approaches that can contribute to young people's health. An important caveat to this would be that, as with all programmes aimed at promoting health, they require to be sensibly linked to a holistic framework and supported by appropriate planning, staff development, time and resources. In addition, such programmes currently have to compete with a busy curriculum. Within this context, teachers can be wary of implementing new approaches and content no matter how worthwhile they seem. This issue, again, highlights the importance of coherent school planning that supports and sustains new approaches.

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Appendices

A1:	The informants
A2a:	Observation schedule
A2b(i):	Interview schedule for teachers 1st visit)
A2b(ii):	Interview schedule for teachers (2nd visit)
A2c:	Interview schedule for headteachers
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A3:	Teacher comments on particular programme activities
A4:	Reflecting on the evaluation methods

Appendix 1: The informants

Location	School	Number of Teachers involved in the pilot and year level of classes
NEWPORT	A	2: reception, year 2
*	B	4: yr 3, yr 4 x 2, yr 5
	C	1: nursery
	D	3: yr 1, yr 3, yr 4
	Sub Total	10
MERTHYR	A	4: Special Educational Needs (SEN)
	Sub Total	4
CARMARTHENSHIRE	A	2: yr 4/5, yr 6
	B	1: yr 5/6
	Sub Total	3
PEMBROKESHIRE	A	5: SEN, yr 3, 4, 5, 6
*	B	3: reception, yr 1**, 2**
	C	6: yr 3/4 x 3, yr 5/6 x 3
*	D	9: yr 3 x 2, yr 4 x 2, yr 5 x 3, yr 6 x 2
	E	7: Assessment Unit, Early Years x 3, yr 2, yr 1/2
	Sub Total	30
WEST LOTHIAN *	A	3: P1, 4, 7
*	B	3: P1, 5, 7
*	C	2: P3**, 6
	Sub Total	8
	Grand Total	**55**

* Detailed study schools
* * Included pupils with special needs integrated into class

Details of sample for the parent interviews

Headteachers in the six detailed study schools were asked to identify approximately five parents whose children were in a class using the programme. Two of the Scottish and one of the Welsh schools were able to provide details of parents. Brief telephone interviews were used to collect the information from all parents identified by the three schools.

School	Numbers of Parents interviewed
West Lothian: school A	9
West Lothian: school C	5
Pembrokeshire: school B	5
Total	**19**

Appendix 2a: Observation schedule

Date: **Time:**
School: **Class:**
Number of Boys:Girls

Classroom environment (inc. physical size available for activities)

THE SESSION

Calendar month(s) used: Sept Oct Nov Dec Jan Feb March

Activities used?

Variations on activities? (e.g. are different months being used in combination/new exercises)

Time-tabling of session:

- Before/after break, mid lesson etc.
- During/before/after which subject was the activity done?

Duration of programme session

PUPILS

Is there enough space for pupils to do the activity?

Do the pupils find the activity easy?

Do the pupils enjoy/engage in the activities?

Are there activities pupils seem less enthusiastic about?

What was pupils' attention and behaviour like:

- Before the activity
- During the activity
- After the activity

What was the class atmosphere like:

- Before the activity
- During the activity
- After the activity

Do pupils settle down after the session?

THE TEACHER

Does the teacher appear comfortable with teaching the programme?

Does the teacher seem to be enjoying the session?

Does the teacher join in with the activities?

Other comments and overall impressions:
eg Any interruptions and effects on session

Appendix 2b(i): Interview schedule for teachers (1st visit)

BACKGROUND INFORMATION

1. Name: _____

2. School: _____

3. Position: _____

4. Age group taught: _____

5. How many years have you been teaching? _____

REFER TO OBSERVATION NOTES

5. Why did you decide to use TCM! at that point?

6. For what other reasons do you use TCM!?

7. Why did you choose that particular activity?

8. How long do you usually spend on a TCM! session?

9. Did you feel the session worked i.e. had the desired effect on the pupils?

10. Do you feel that the session went smoothly?

11. How typical was that session? (how, when and why it is usually used?)

THE PROGRAMME IN GENERAL

12. In general, how often do you use TCM!?

13. Did you receive any training on how to teach *The Class Moves!*® programme?

14. In general, do you find the calendar useful
Probe: clear, easy to put into practise/thoughts on sequence etc.)?

15. Do you use the manual?
Probe: Is it useful?

16. What do you see as the main goals of *The Class Moves!*® programme?

17 Do you think that the pupils enjoy the programme sessions?

18. Do the children generally settle down after the sessions?

19. What benefits do you think *The Class Moves!*® programme will have for:
a) the pupils (attention/concentration/physical benefits/happiness)
b) the teachers (class atmosphere/manageability of class)
c) Any other benefits?

20. What if any problems do you expect to encounter?

21. Do you feel that TCM! programme fits in with the new role that health promotion has to play in schools?

Appendix 2b(ii): Interview schedule for teachers (2nd visit)

BACKGROUND INFORMATION

1. Name: _____

2. School: _____

3. Position: _____

4. Age group taught: _____

THE CLASS MOVES!® PROGRAMME

5. Which calendars/months have you used?

6. Are there any activities from these months that you have not used?
   Probe: which ones and why not?

7. How often is *The Class Moves!*® used in your class (per day/week)?

8. Can the children do all the activities?
   Probe: Special Education Needs

9. Has *The Class Moves!*® programme been worthwhile?
   Probe: for the pupils, teachers and school

10. What were your expectations of the programme? Were they realised?

11. What evidence do you have of the programme's success in terms of:
    a) pupils' behaviour
    b) pupils' achievement
    c) pupils' attitude (to teacher to peers to work to self)
    d) pupils' sensorimotor abilities
    e) improved concentration
    f) teacher benefits.

12. What feedback has there been from pupils?

13. Did the implementation of the programme cause any problems?
    (time allocation, disruption of routine, over-excitement).

14. Do teachers need special training to teach the programme effectively?

15. Are there any other special conditions needed to teach the programme effectively?
    Probe: space, props, background knowledge

16. Do you think the programme is suitable in terms of:
    a) content
    b) philosophy
    c) ages at which activities are aimed.

17. Do you think that the programme could be replicated in other schools?
    Probe: sustainability, resources

Appendix 2c: Interview schedule for headteachers

GENERAL DETAILS

1. Name of School:
2. Local Authority:
3. What is your catchment area like (socioecomomic background/size)?
4. Number of teachers in school?
5. How many pupils are there in the school?

INVOLVEMENT WITH THE PROGRAMME

6. How many teachers are involved with *The Class Moves!*® programme?
7. Which year groups / classes are involved in TCM! programme?
   Probe: Are there any pupils with special educational needs in these classes (if so what are their needs)?
8. How did the school find out about *The Class Moves!*® programme?
9. Who made the decision to start the programme?
10. Why did the school decide to use TCM!?
11. How long has the school been using TCM! programme?
12. Have the parents been involved in the programme?

PROGRAMME AIMS AND GOALS

13. What do you see as the main goals for *The Class Moves!*®?

TRAINING FOR TEACHERS

14. What, if any, training has been provided for the teachers running the programme?
    If relevant Probe – Who did the training?
15. Are there any financial issues associated with the programme?
    Probe: how much does it cost (calendars, training/ how is it funded)?

THE IMPACT OF THE PROGRAMME

16. Have you seen any evidence that TCM! programme has made an impact on the pupils and, if so, how do you know (ie what are the signs that there has been an impact).
17. If you haven't seen any impact will you carry on with the programme?
18. What advantages and disadvantages do you foresee in using TCM! for:
    a) *the school;* b) *the classes*; c) *the individual pupils?*

Appendix 2d: Group interviews for pupils

School: _____ Class:_____

No. of children in class (boys:girls): _____

No. of children in interview group (boys:girls): _____

A – BEST THINGS

1. What games/exercises do you like doing?
2. What was good about doing that game/exercise?
3. How did it make you feel? (Happy/excited/relaxed/able to concentrate/calm)
4. Did you learn something new about your body by doing it? (How your body moves/what your body is capable of/how exercises can make you feel different)
5. Will you try it again when you are not in class?

B – WORST THINGS

6. What games/exercises do you not like doing?
7. What did you not like about doing that game/exercise?

C – IMPACT

8. Did you learn something new about your body by doing it? (How your body moves/what your body is capable of/how exercises can make you feel different)
9. Do you remember any other games/exercises you have played using the calendars?
10. What did the games/exercises teach you?
    Probe: (about your body/emotions/growth/breathing/balance etc.)
11. Do you look forward to playing the games/exercises?
    Probe: Why are they fun?
12. Do you think that the games/exercises help you do your work in class?
    Probe: How do the games/exercises help your work in class?
13. Do you ever do any of the games/exercises at home?
    Probe: What games/exercises? Do them together or alone?
14. Can you think of any ways to make the games/exercises better?

THE CLASS MOVES!®

TEACHER LOG

Week beginning 12 June 2000

INTRODUCTION

The Scottish Council for Research in Education has been commissioned by the Health Education Board for Scotland (HEBS) and the National Assembly for Wales (Health Promotion Division) to evaluate *The Class Moves!* ® programme. As part of this evaluation we are gathering information from key people including teachers, pupils and parents. This log is intended to obtain a more detailed account of how you use the programme in your class.

This log is for week 12.6.00–16.6.00. We would be grateful if you could use this log to record the details of your daily *The Class Moves!* ® sessions. Please continue your *The Class Moves!* ® programme as planned and do not feel you have to make alterations because of the log.

NAME: _____

SCHOOL: _____

LEA: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Male:Female proportion					
Which activity did you use from the calendar?					
Did you vary the activity? If so how?					
When was the activity used? (eg pre-break, mid-lesson)					
What was the reason for doing the activity at this time?					
Did pupils settle down to task after the activity?					
During which subject was *Class Moves!* ® used?					
How long (mins) did you spend on *Class Moves!*®					

BEST COPY AVAILABLE

COMMENTS ON:					
a) The impact of pupils' attention and concentration?					
b) What was the impact on pupil enjoyment and class atmosphere?					
c) Was the *Class Movers'* ® session manageable?					
d) Was the *Class Movers'* ® easily integrated into the curriculum					
Any problems?					
Any improvements?					

How typical has the use of *The Class Moves!* ®, as described overleaf, been this week?

Overall Comments for the week beginning 12 June 2000 (including issues such as: Attention and Concentration/Enjoyment and Atmosphere/Manageability/Curriculum Integration/Feasibility).

What evidence, if any, is there that *The Class Moves!* ® for the week 12-16 June has had an impact (positive or negative) on the pupils?

Research Team
Janet Powney, Programme Manager/Senior Researcher
Kevin Lowden, Research Officer
Charlotte James, Research Assistant
Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR
Telephone: 0131 557 2944 Fax: 0131 556 9454

Appendix 2f: Telephone interview schedule for parents

INTRODUCTION

Purpose of the research
Usefulness of parent's views
Anonymity of responses

AWARENESS OF *THE CLASS MOVES!®*

Q How much do you know about *The Class Moves!®*
Probe: Where have they heard about it? – Official school correspondence, informal information from teachers, their children talking about it etc.

VIEWS ON THE PROGRAMME

We're interested in what parents think about *The Class Moves!®* Programme.

Q How useful do you think the programme is for pupils?

Q Is it something schools should be doing?

PERCEIVED IMPACT OF THE PROGRAMME

Turning now to any effect the programme might have had.

Q. Do you think the programme has had any effects on:

Your child/ren?

Probe: what effects and what evidence?

Q. What happens in your home?

Probe: what effects and what evidence?

GENERAL COMMENTS ON HEALTH AT HOME AND SCHOOL

Q. Finally, can you tell me a little about the activities your child/ren do outside of school? For example, are they involved in sports or hobbies?

Probe: wider family involvement in activities

There are all the questions I have. Would you like to ask me anything about the research?

Thank you for your time and help with our project

The Scottish Council for Research in Education

Evaluation of *The Class Moves!*® programme in Scottish and Welsh Schools

Teacher Consultation: March 2000

The Scottish Council for Research in Education has been Commissioned by Health Education Board Scotland (HEBS) and the, National Assembly for Wales (Health Promotion Division) to evaluate *The Class Moves!*® programme. As part of this evaluation we consulting with key people including teachers, pupils and parents. *The Class Moves!*® programme is a relatively recent programme in the UK and this questionnaire concerns teachers' views on the feasibility, usefulness and relevance of *The Class Moves!*® programme for UK schools.

Your views will greatly assist our consultation and are strictly confidential. You will see below that we require some details about yourself and your school for our analysis. All of the information we gather as part of our evaluation is confidential and only the researchers will see your replies. No individual or school will be named in the reporting of our findings.

A. You and your school

Please tell us your name and official title

1. Name:_____ 2. Title:_____

3. Name of school: _____ 4. Unitary authority: _____

5. Is your class set or streamed? *(Please tick as appropriate)* Set ❑ Streamed ❑

6. Please tell us which year group(s) you teach using the *The Class Moves!*®: _____

7. How long have you been using *The Class Moves!*® programme?: _____

B. Using *The Class Moves!*® in March 2000

1. In March, which activities did you use?
(Please write in the activities and where the calendars come from)

_____

2. Did you usually use the activities as shown on the calendar or adapt them? *(Please circle one reply)*

Always used as shown Usually used as shown Sometimes used as shown Never used as shown

2b. If you adapted any activities why was this? *(Please write reasons)*

_____

3a. When did you *usually* use class moves? *(Please circle one reply)*

Before break Mid-lesson Start of lesson Other *(Please specify when)*

_____

3b. Why did you use *The Class Moves!*® at this time? *(Please write reasons)*

_____

_____

4. During which subject(s) do you usually use *The Class Moves!®*?
(Please write in the subject(s))

_____

5. In March, how long (mins) did you usually spend on *The Class Moves!®*? *(Please tick one box)*

About 5 Minutes ❑ Between 5 and 10 minutes ❑ Between 10 and 15 Minutes ❑ Over 15 minutes ❑

6. In March did the pupils settle down to task after *The Class Moves!®*? *(Please tick one box and add comments)*

Always ❑ Usually ❑ Sometimes ❑ Never ❑ Comments

_____

_____

7. In general, were *The Class Moves!®* sessions manageable? *(Please tick one box and add any comment you may have)*

Always ❑ Usually ❑ Sometimes ❑ Never ❑ Comments

_____

_____

8. Was *The Class Moves!*® programme easily integrated into the curriculum? *(Please tick one box)*

Always ❑ Usually ❑ Sometimes ❑ Never ❑ Comments _____

_____

_____

9. Are you aware of any of the following effects of using *The Class Moves!*® Programme in March!
(Please tick as many responses as appropriate and add details)

Effect / Impact		What evidence of this / further comments
Improved pupil concentration	❑	_____
Improved pupil behaviour	❑	_____
Had a beneficial effect on the in class 'atmosphere'	❑	_____
Improved pupil health	❑	_____
Reduced pupil concentration	❑	_____
Increase in disruption to lessons	❑	_____
Other effects	❑	_____

C. Staff development and support

This section is concerned with any staff development, advice or support you might have had concerning *The Class Moves!®* programme.

1. Have you received any formal staff development/training concerning *The Class Moves!®* programme?

   Yes ❑ Was this training useful? Yes ❑ No ❑

   No ❑ Do you think training is necessary to teach *The Class Moves!®?* Yes ❑ No ❑

2. What, if any, staff development/training needs do you have concerning *The Class Moves!®* programme?
   (Please write your answer in the space provided)

D. Other Comments

Finally, please add any other comments you might have about using *The Class Moves!®* programme with your class. We are particularly interested in any problems you might have had or suggestions you have for improving the programme. *(Please write in your answer)*

THANK YOU FOR YOUR TIME AND HELP

Janet Powney, Kevin Lowden and Charlotte James
Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR

Please place this completed questionnaire in the post-paid reply envelope provided and post it to SCRE

Appendix 3: Teacher comments on particular programme activities

The majority of these comments are based on teacher feedback to the Welsh teacher working group that has monitored the pilot. The table is not an extensive summary of all activities – rather it is a list of comments made by teachers on activities seen as particularly good or problamatic.

Activity	Comments
September	
Activities in general	Work well. Stretching exercises provided a good start to the day. Pupils ask to do activities sometimes when they have finished a piece of work. Teachers will continue to incorporate pupil 'favourites' into programme after September. Programme seen as promoting co-operation between pupils – 'It has a good collective feel' – and provides new useful ideas for teachers.
Year 2 activities	Some activities developed in one school for use with literacy.
'Mirror and Surfing' activities	Often limited by space.
October	
October activities generally	Weak after the 'buzz' of September activities therefore some teachers still used Sept. activities. Yr. 2 teacher used activities as part of literacy. Y3 Activities seen as requiring a lot of space (2 pupils fell while jumping). Most teachers find no difficulty getting pupils back on task if session duration does not exceed 5 mins.
Passing small animals around	After initial inhibition pupils enjoyed this activity.
Sock activity	Not liked by some teachers (hygiene concerns). Not seen as suitable in classroom environment – some thought it could be incorporated in to PE.
Orchestra activity	Worked well despite some teachers' reservations.
Pelvic activities	Causes some concern among teachers largely, due to phrases relating to pelvic floor muscle exercises, pee and buttocks (this includes some year 6 teachers).
November	
Yr. 3 activities in general	'A lot of noise compared to movement' – disruptive for nearby classes.
Pelvic floor activity Yr. 4	Teachers report concern about this due to terminology and 'some silliness' among pupils. Some alter terms.
Plop-chair Yr. 4	Works well. Pupils enjoy activity.
Partner-work one mimes the other makes appropriate sound Yr. 4	Works well. Pupils enjoy activity.
Putting hand inside partners jumper Y5	Some teachers concerned at this and adapted it. Suggest manual is changed to reflect this.
Long words & tongue twisters & Market traders	Works well. Teacher and pupils enjoy activity.
December	
Activities in general	Some teachers concerned that the Dec calendar has too many activities that require more space than is usually available in classroom. Some highlight it would be helpful to clearly indicate where 'calming activities' can be used to bring pupils back down. Some teachers note that the Christmas activities limit the time available for *The Class Moves!* ®. Others note that the December calendar has no Christmas related activities.

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Activity	Comments
Train song	Seen by one teacher as monotonous
Sound activities	One teacher thought pupils were getting a bit silly during these activities so used previous month's activities to calm them. Also concerned about effect on neighbouring classes.
The laughing and crying chorus and passing the rope	Enjoyed by pupils.
Singing to a friend	One teacher not sure about why this was included – does not see its purpose, therefore not able to convey enthusiasm to the pupils.
January	
Reception year	Pupils not self-conscious therefore eager to get involved and uninhibited about looking into partner's eyes and 'touching faces'. Teachers perceive activities are assisting development of co-operation, concentration, vocabulary and literacy. Calendar fits in well with curriculum themes – eg senses.
Dance-related activities	Pupils enjoy these, however space can be a problem. Some boys dislike dance, others enjoy it. One teacher uses music tapes with activities – African dance, Flamenco etc.
Activities in general	Seen as more structured with obvious 'warm-ups and cool-downs' for each activity. One teacher highlights general teacher duties and breaks for staff development have limited frequency of programme sessions. Pupils eager for activities and teachers use additional activities/sessions as 'treats' for good behaviour.
February	
Sturdy and flexible being a mast and tree Yr. 5	Pupils were able to describe how they felt and encouraged partner work.
Dance activities (tango, rock & roll) Yr. 5	Enjoyable and links to music lessons, promoting co-ordination skills among 'clumsy pupils' Dances with partners - difficult in many cases due to lack of space. Such activities are also quite noisy leading to some reluctance in their use
Row the boat Year 5	Some pupils see this as 'babyish' and associate it with songs done in nursery
Year 3 activities in general	Concern about safety with some exercises if space is limited, e.g. standing back-to-back and supporting one another.
March	
puppets drinking beer	Nursery teacher did not like the alcohol overtones so did not do it. Suggests replacing it with an activity of similar movement.
Bird garden	'Was fun but could not see benefit of repeating it' —Nursery
Wind-up toy puppet on a string	Worked well: promoted working in pairs. Worked well: linked to science and technology (making puppets).
Year 1 activities in general	Teachers selected activities to suit curriculum theme. Some terms replaced, e.g. pee with wee.
Year 3 activities in general	Popular with teachers and pupils. Pupils settled down after activities. One teacher suggests 'flash cards' for activities. Pupils, even those who are 'introverted', are keen to lead activities.
Acrobats, Year 3	First part worked well but some concern over safety in classrooms with limited space. Problems with pupils with high shoes and getting pupils into matched pairs.
Starch and floppy	Worked well including less confident pupils. Pupils impressive – using different voices for the characters.

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Activity	Comments
Clapping exercise	Good for co-ordination. One teacher used 2 and 5 multiplication tables.
The circus. Year 3	Worked well.
Year 4 activities in general	Pupils enjoyed this month as activities were expressive, involving fast changes balance and imagination. Sculpture activities and partner work were popular and worked well. Command-Show (like Simon says) particularly enjoyed by pupils.
The water activity. Year 5	Requires space and some pupils note tension in neck muscles.
Far off and close by Year 5	Involved lifting chairs and teachers are concerned about safety when space is limited. However, prompted discussion about how to lift object safely. Lifting partners caused some boys to lift smaller partners 'too high'.
Year 6 activities in general	Not seen as useful as previous calendars but prompted discussion about how to lift safely. Some teachers did not have sufficient classroom space and, therefore, used them in the gym.
April	
	No specific comments from teachers.
May	
Year 2 activities in general	Affected by time constrains of national tests.
Dancing activities Year 4	One teacher complained that part of this involved lifting a pole to allow gymnastic activities, which caused a pain in her chest — so she stopped using it.
'Mischief' activity Year 4	Some teachers report 'Pupils can get a bit wild'.
'Plank' activity Year 5	Some teachers report pupils can find this difficult on stomach muscles when they have little 'muscle-tone'
June	
Year 3 activities	Affected by time constrains of national tests.
Pyramid activity Year 4	Seen by many teachers as limited by space available and potentially dangerous.
Jumping exercises Year 6	Seen by one teacher as possibly dangerous when space is limited. Some concern that certain lifting exercises require specialist advice from physiotherapists.

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Appendix 4: Reflecting on the evaluation methods

On reflection, the evaluation approach and methods worked well for this small-scale piloting exercise. For a larger sample it would be possible to complement qualitative with quantitative methods. In particular, the research design allowed for flexibility in gathering and feeding-back information. For example, the team were able to accommodate teachers' preferences for when and where they were interviewed. We were able to offer teachers the choice of individual face-to-face, telephone or small group interviews. The main factor in adopting this flexible approach was that the school timetable is extremely busy and primary teachers have no free periods in which to participate in interviews. However, such was the goodwill and commitment of teachers that, with the co-operation of their headteacher, most were able to get colleagues to watch their classes for the duration of the interview. Other teachers gave up parts of their lunch breaks. In short, gathering information in the real world of a school setting means adaptable research designs are essential.

Despite the variation in the mode of interviewing we are confident that the quality and scope of the information was not compromised. The evaluation team regularly discussed how the methods were working being and the factors that could influence the nature of the information being gathered and analysed.

Overall then, our methods as described on page 3 allowed us to elicit sufficiently detailed and relevant information from pupils, teachers and parents to address the evaluation aims. However, with the benefit of hindsight, we would introduce certain modifications to the methods if we were to repeat the same study.

Enhancing interviewing techniques

Our interviews with primary pupils and teachers were successful but might have benefited from using photographs depicting *The Class Moves!*® programmes. We are becoming increasingly aware from our research projects that the use of photographs with informants of all ages and backgrounds provides a valuable stimulus for discussion. We have successfully used photographs in interviews in our research and evaluation of pre-school and primary school settings and exploring young people's views on life-skills (McPake and colleagues, 1999; Powney and colleagues, 1995; Powney and colleagues, 2000). These photographs often depict topics relevant to the research foci and work particularly well if the informants or individuals similar to them have taken the images. It seems likely that using photographs of *The Class Moves!*® sessions in interviews with pupils and teachers would have helped to focus the informants and to stimulate their recall.

The use of teacher logs

Part of our repertoire of methods for the evaluation of *The Class Moves!*® included the use of logs for teachers to record their use of the programme for a given week at four intervals during the evaluation. The information provided by this approach was extremely useful, both in providing descriptions of how teachers

used the programme across the schools and also in recording their views on the success or otherwise of particular activities.

However, teacher feedback highlighted that the frequency of these logs (one per month for three months) and the level of detail required meant their completion somewhat arduous. With hindsight, we could have requested completion of one log at the start of the evaluation and one towards the end. It is interesting that, despite the teachers' views on these logs, most teachers nevertheless completed them.

Validation of the findings

Towards the end of the project we held a workshop to explore the findings at that stage with Welsh teachers. This proved to have several benefits:

- teachers realised their contributions had been valuable
- they had the opportunity to discuss their own *Class Moves!*® with colleagues.
- we were able to confirm or amend our findings in the light of teachers' comments
- we were able to add further details to our conclusions.

The Scottish teachers also provided feedback on the findings. However, this was done either individually or in small groups. Their comments were valuable but we do not feel they had the mutual advantage of sharing experiences with a wider range of colleagues.

The Scottish Council for Research in Education

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